



UNIVERSITY of HAWAI'I®
MAUI COLLEGE

Counseling Department Program Review 2019-2020

KILO HŌKŪ I OLA KOA I KAI LOA

"Observe the stars in order to live long in strength on distant shores"

CONTEXT: COVID-19 GLOBAL PANDEMIC

This program review is being submitted under the conditions of the Covid-19 global pandemic. As a result, the Counseling Department has had to pivot and adjust its services to address the needs of the college and the community.

COUNSELING GUIDING PRINCIPLES

The mission of the University of Hawai'i Maui College (UHMC) Counseling Department is to provide services that assist students in realizing their educational and career goals.

- The Counseling Department serves enrolled and non-enrolled students including prospective, returning, and transfer students.
- The Counseling Department supports students in articulating, developing, and meeting educational, career, and personal goals.
- The Counseling Department supports the college community with outreach, persistence, recruitment and retention efforts as well as initiatives to increase graduation and transfer rates.

Using a holistic student support philosophy the Counseling Department serves each students' individual characteristics and personal interests and abilities.

PERSONNEL STRUCTURE

The counseling department is currently comprised of following personnel structure:

| | |
|---------|--|
| Faculty | 8 general funded academic advising counselors |
| | 1 general funded personal support counselor |
| | .5 general funded personal support (non-tenure) counselor |
| | 1 general funded counselor based on Moloka'i serving the students in the |

| | |
|-------|------------------------------------|
| | communities of Molokaʻi and Lānaʻi |
| Staff | 1 Office Assistant |

The personnel structure of the counseling department has been severely impacted as a result of budget decisions that are related to the Covid-19 pandemic. Two positions were vacant in March 2020 (1 disability services and 1 general funded counselor) and were swept by legislative HB 2202 in Summer 2020. In addition, there is an additional vacancy expected in January 2021 with no immediate plans to refill the position.

STUDENT AFFAIRS GOALS

Enrollment: Target key enrollment sectors that are underserved or have recruitment potential to expand access

- Require all new first time students to meet with an academic counselor prior to registration
- Increase dual credit/enrollment with local area high schools

Hawaii Graduation Initiative: Increase the participation and completion rates of students, particularly Native Hawaiian, low-income, and those from underserved regions

- Participate in STAR Auto Credential and Reverse transfer
- Participate in Automatic Admissions, Kaʻieʻie Transfer agreement

High Performance: Identify and change structures and processes that potentially impede student progress or student success

- My Success (Starfish): Implement retention tool to increase student progress and Students success
- First Year Experience (FYE): Multi-facet approach to engage students and assist with a students transition into Maui College throughout the first year
- Career and Purpose Exploration: Developed milestones, essential strategies, and recommended tactics for career assessment, exploration, advising and experiential learning.

STUDENT LEARNING OUTCOMES FOR COUNSELING

Guided by the CAS Standards for Academic Advising, The Council for the Advancement of Standards (CAS) provides standards that colleges and universities across the globe use as benchmarks in program assessment. (NACADA)

Define

The definition of student success for Maui College is to help students meet their individual

educational goals, whether that is earning a degree or certificate, seeking lifelong learning or participating in a special program or college offering. The challenge for UHMC as an open door institution is to determine the true educational goal of each student and provide the necessary instructional and support tools to assist in meeting these educational goals

CAS Standard~Intrapersonal Development: realistic self-appraisal, self-understanding, and self-respect; identity development; commitment to ethics and integrity; and spiritual awareness.

Student Learning Outcome: Students who participate in Student Affairs programs and activities will be able to achieve their personal and academic goals while at UHMC through the acquisition of life and cognitive skills.

My Success Progress Update: 75% of students who received Progress Updates of “*Very Poor Coursework Performance (1)*” by the instructor will be followed up with an intervention towards retention and persistence.

Measures: addressing the flag and identifying successful interventions toward passing the class. (see attached Unit Outcome Mapping).

| Semester | Item Name: Very Poor Coursework Performance (1) (showing no. of students) | Item Closed by counselors | % of Item Closed by counselors |
|-------------|--|---------------------------|--------------------------------|
| Fall 2016 | 397 | 127 | 32% |
| Spring 2017 | 314 | 234 | 75% |
| Fall 2017 | 232 | 185 | 80% |
| Spring 2018 | 281 | 188 | 67% |
| Fall 2018 | 378 | 250 | 66% |
| Spring 2019 | 360 | 155 | 43% |
| Fall 2019 | 210 | 115 | 55% |
| Spring 2020 | 158 | 88 | 56% |

Analysis

The Counseling Department continued to evaluate best practices in implementing the My Success Early Survey. In Fall 2017, we implemented the use of Peer Navigators in the outreach efforts and connection with students. This allowed consistent and focused contact with students to connect them with faculty counselor appointments.

Action

We will continue to respond to academic and personal challenges that are identified by faculty through the early alert structure. There is preliminary data that responding to flags and greater communication with faculty has positive impacts for students' ability to pass the course with a C or better.

POINTS OF PRIDE

Response to Global Pandemic

In Spring 2020 the college was forced to shut down and work remotely due to the Covid-19 global pandemic. The Counseling Department successfully adapted to this unexpected change and provided uninterrupted services to the college and community via virtual technology.

- STAR Balance: Prior to the campus shutting down the Counseling Department was trained in the use of the virtual scheduling system STAR Balance. During the shutdown this system provided counselors and students an opportunity to schedule appointments virtually.
- ZOOM web conferencing platform: The use of ZOOM conferencing platform provided for a safe and convenient way for the counseling department to meet with students, college and community virtually.
- Call forwarding: During the campus shutdown all Counseling Department extensions were forwarded to personal cell, landlines, and/or email.

First-Year Experience

The Counseling Department has continued to actively participate in the First-Year Success Initiative. Counselors are committed to the following:

- Mandatory Advising: All new first-time students to meet with an academic counselor prior to enrollment
- Ka'ao Student Success Pathway: 1) Discussion of purpose of meeting with an academic counselor and attending college; 2) Registration in at least one FY designated course if applicable
- Hawaii Graduation Initiative: 15-to-Finish registration and English and Math in first-year if applicable for full-time students and within 30 credits for part-time students.

There is one counselor who is devoted entirely to this initiative and coordinates with campus partners to implement strategies to assist the FYE cohort. FYE activities impact two primary experiences of 1st year students: 1) onboarding and 2) retention. The following are the activities designed to connect students to resources, promote peer interactions and purpose and goal exploration to enhance student's experiences:

1. Onboarding
 - a. Development of outreach plans for prospective high school students for registration
 - b. Evaluation and development of onboarding process
 - c. Assignment of first-time accepted students to counselors

- d. Monitoring first-time student enrollment and registration status
- e. Strategizing communication plans prospective and new students

2. Retention

- a. Coordination of FYE related events such as Welcome Day, Welcome Week, and workshops.
- b. Coordination of Nā Kōko‘o Survey of Supports for Peer Navigators & Personal Support
- c. Monitoring FY course offerings and enrollment
- d. Strategizing communication plans for FYE students
- e. Coordination of MySuccess intervention with counselors

Please reference the [FYE Brief](#) for additional information.

Peer Navigators

The counseling department continues to scale the peer navigator program in collaboration with efforts in The Learning Center and the Library that serves the campus. There is one counselor who supervises the Peer Navigators who provides ongoing training and evaluation of performance. Peer Navigators serve to increase student retention and success for their fellow students by engaging them early in their academic journey. Peer Navigators are a critical part of the Ka‘ao framework. As part of the framework, peer to peer connections and sharing campus resources are some of a Peer Navigator's core functions. The Peer Navigators based in counseling provide the following services:

- Assist in navigating the Getting Started checklist and pre-registration virtual appointments with students
- Provide STAR registration (add and drop classes) help and assistance as advised by a Counselor. Guide students to become familiar with STAR pathways and What If Journey.
- Prepare and facilitate presentations in FYE classrooms (in person and virtually)
- Assist Counselors with career workshops
- Follow up on specific MySuccess flags raised by instructors and possible intervention for Early Alert Turnaround
- Persistence outreach to FYE cohort (e.g., encouraging registration from spring to fall)
- Onboarding outreach to accepted students (e.g., scheduling appointments, assist with creating UH username)
- Plan and/or participate in campus events (e.g., Virtual Welcome Event)
- Engage with students through Social Media, UHMC app, and weekly newsletters

Career Counseling

The counseling department expanded its services in the career counseling area over the past

four years. In addition to being trained in conducting and interpreting Myers-Briggs Type Indicator (MBTI) and the STRONG Interest Inventory, Counselors have been using an “All-in-One” Educational and Career Planning software called Focus 2. Counselors have been partnering with FYE faculty to provide career exploration workshops in classes to assist students in developing an academic plan in alignment with a career path.

From Fall 2017 to Spring 2020, the Career Team led forty-three (43) Career Workshops for First-Year Experience (FYE) courses and campus workshops that are open to all students. In total, there were about 849 students who took the assessments (duplicated count). Of the 849 students, 427 students attended a workshop and completed a workshop evaluation that consisted of nine (9) questions.

In analyzing the workshop evaluations, we found that overall, most students benefited from the workshop. Following are responses from three questions:

- I better understand my career path.
 - 91.8% (392/427) of students strongly agreed or agreed
- I have identified possible career options to explore
 - 94.6% (404/427) of students strongly agreed or agreed
- I am more confident about deciding on the next step in my educational plan.
 - 77.5% (331/427) of students agreed

In 2019, two UHMC Counselors completed an intense 10-week 120-hr hybrid Facilitating Career Development (FCD) course with Mark Danaher, President and current NCDA Master Practitioner.

An outcome of the FCD course was the customization of Focus 2. Focus 2 is programmed to show all available majors in the UH system. UHMC and community college students can now plan their educational pathway up to a Bachelor's, Masters, or even a Doctoral degree. UHMC's Focus 2 platform gained popularity and interest from multiple campuses and programs such as the UHCC system-wide Summer 2020 Next Steps: Career Exploration course and UHMC Upward Bound summer program. Just in Summer 2020 alone, there were about 500 Focus 2 users across the system. As of November 16, 2020, there are a total of 838 Focus 2 users.

ASSESSMENT ACTIVITIES 2019-2020

Program Objective 1

Provide access and opportunities for student enrollment: Target key enrollment sectors that are underserved or have recruitment potential to expand access

Methods and Measures

- Require all new first time students to meet with an academic advisor prior to registration
- Facilitate early admit opportunities with local area high schools
- Guide students to identify appropriate pathways at Maui College
- Provide transfer option information
- Participate in UH System Initiatives (i.e., Automatic Admissions and Ka'ie'ie Transfer)

Findings

Early Admit (including Running Start, grant funded initiatives)

| | FALL | | SPRING | | SUMMER |
|-----------|------|--|--------|--|--------|
| 2019-2020 | 425 | | 484 | | 126 |
| 2018-2019 | 400 | | 415 | | 117 |
| 2017-2018 | 322 | | 285 | | 119 |
| 2016-2017 | 356 | | 321 | | 93 |
| 2015-2016 | 254 | | 270 | | 141 |
| 2014-2015 | 121 | | 151 | | 13 |
| 2013-2014 | 120 | | 96 | | 11 |

Automatic Admissions- automatic admissions to one of the four-year UH schools including UH Mānoa, Hilo and West O'ahu.

| | FALL | | SPRING | TOTAL |
|-----------|------|-------------|--------|-------|
| Fall 2019 | 21 | Spring 2020 | 38 | 59 |
| FALL 2018 | 37 | SPRING 2019 | 67 | 104 |
| FALL 2017 | 24 | SPRING 2018 | 74 | 98 |
| FALL 2016 | 47 | SPRING 2017 | 99 | 146 |
| FALL 2015 | 35 | SPRING 2016 | 93 | 128 |
| FALL 2014 | 33 | SPRING 2015 | 84 | 117 |
| FALL 2013 | 49 | SPRING 2014 | 75 | 124 |

Source: http://www.hawaii.edu/offices/aa/aapp/auto_admit.html

Although we have seen a decrease in automatic admissions we have increased our partnership with UH Manoa by partnering with the Ka'ie'ie Transfer Program. This program allows students to dual enroll in UH Manoa and a community college.

Ka 'ie 'ie Dual Enrollment

| | FALL | | SPRING | TOTAL |
|-----------|------|-------------|--------|-------|
| Fall 2019 | 19 | Spring 2020 | 21 | 40 |

Program Objective 2

Increase the participation and completion rates of students, particularly Native Hawaiian, low-income, and those from underserved regions

Methods and Measures

- 15 to finish- Student understands the time frame involved with graduating within a two year timespan for an associate's degree
- Participate in STAR Auto Credential and Reverse transfer
- Participate in Learning Support Teams (Hānai Class) initiative for Learning Support courses (developmental courses)

Findings

Regardless of academic preparation students who take 15 or more credits have a higher credit completion rate of courses.

| Semester | % of student body taking 15+ credits |
|-----------|--------------------------------------|
| Fall 2019 | 9% |
| Fall 2018 | 8% |
| Fall 2017 | 11% |
| Fall 2016 | 11% |
| Fall 2015 | 20% |
| Fall 2014 | 8.6% |

Source: Hawaii Graduation Initiative

Reverse Transfer- Students who have transferred to a UH four-year school without earning a AA/AS can apply the credits that they have taken at the four-year school towards an AA. These numbers reflect the amount of AA/AS degrees awarded at Maui College.

| | FALL | | SPRING |
|--|------|--|--------|
| | | | |

| | | | |
|-----------|----|--|----|
| 2019-2020 | 17 | | 7 |
| 2018-2019 | 27 | | 12 |
| 2017-2018 | 16 | | 15 |
| 2016-2017 | 19 | | 17 |
| 2015-2016 | 22 | | 17 |
| 2014-2015 | 21 | | 29 |
| 2013-2014 | 34 | | 1 |

Disability Services

UHMC's disability services office (DSO) vision and commitment are to provide a fully accessible, integrated and universally designed campus for all students. The Disability Services Office (DSO) collaborates with the campus community in providing resources, education, and direct services to facilitate a more significant opportunity to students with disabilities including intellectual disabilities in achieving equity and social justice.

The Disability Services office has experienced a change in staffing in the summer of 2019. This staffing change has resulted in an internal shift of duties to cover the critical support services for the college campus. In the 2019-2020 academic year the disability services office has served 97 students. Various academic accommodations are provided to these students that include, alternative text conversion (print to audio), accommodation letters, and sign language interpreter facilitation. The range of disabilities include ADHD/LD, Traumatic Brain Injury, Visually Impaired, Deaf/Hard of Hearing and Autism spectrum students.

During the 2019-20 academic year, the Counseling Department ran two unsuccessful recruitment efforts to fill this position. As a result, this position was swept by legislative bill HB 2200.

PLANS FOR THE COMING YEAR

Throughout the year, the UH Maui College Counseling Department is committed to serving the greater Maui Nui community by putting students first and supports the following model based on the proposed University of Hawaii Community College Counseling Redesign Project Charter.

Cost-Savings: Redesigning Counseling to function at optimal capacity with less human capital

| | Counselor positions | Counselor to student ratio |
|--------------------------|---------------------|----------------------------|
| Staffing Levels Jan 2020 | 11 | 2746/11=250 |
| Staffing Levels Jan 2021 | 7* | 2936/7=420 |

*Counselor positions do not include Personal Support counselors (1.5).

Proposed 2021 staffing changes:

- ~1 counselor to be re-assigned to Academic Affairs in the faculty liaison role.
- ~Native Hawaiian counselors caseload to be supported by the department.
- ~Counselor for Molokai and Lanai will service the outreach center communities of Hana and Lahaina.
- ~Disability services counselor was frozen and swept by a legislative bill. The caseload and overall responsibilities will be assigned to the Personal Support counselor with backing provided by an assigned counselor.
- ~1 G-funded counselor was frozen and then swept by a legislative bill.

This new model of providing counseling services to the Maui Nui community will increase access for student appointments, increase efficiency and improve the student experience. We are committed to provide a student centered advising model to promote equity and holistic student support to meet students where they are at.

Strategic and purposeful partnerships with UHMC academic units

- ~Contribute to the achievement of academic program goals and objectives through continuous and collaborative partnerships that address individual student needs.
- ~Strengths based approach to student caseload allowing for ongoing partnership and streamlining of services for students between faculty- counselor and faculty- instructional.
- ~Continue to develop cross functional teams to support student populations such as the returning adults initiative.
- ~Embedded into academic programs by providing consultation, curriculum development, and providing a holistic perspective.
- ~Alignment between, Admissions & Records, Financial Aid, academic support services, counseling and instruction.

Commitment to implementing the Ka'ao Framework Pedagogy

- ~Providing FYE and holistic student support services for all students, including onboarding (enrollment management, retention and outreach) to graduation
- ~Providing Career/purpose first assessments for FYE, continuing, and transfer students to reinforce the Ka'ao stages

Commitment and alignment to the UHCC Strategic Directions

- ~Strengthen transfer partnerships to increase transfer rates within the UH System.
- ~Building on campus work already done with Pathways, Integrated Student Support (ISS), Returning Adults, Next Steps, First Year Success, Transfer, and any other successful initiatives.
- ~Early College momentum to increase and maintain Early College offerings to all Maui County high schools.

Career Pathways Development

The Counseling Department will need continued support to offer career assessments to students. In Summer 2017, funding allowed UHMC to purchase \$5,838 worth of career materials. Included in this, the campus was able to purchase 500 SII and 50 MBTI assessments. Title III funding provided about \$1,500 to purchase another year of Focus 2 subscription. To continue the efforts and career development, resources needs are detailed below in the “Budget Considerations For Coming Year” section. At absolute minimum, the Counseling Department will need \$1,500 to purchase another year of Focus 2 subscription. Our current subscription will end on November 30, 2020.

BUDGET CONSIDERATIONS FOR COMING YEAR

A continuous request of budget items are sought to support counseling. Students assistants are still needed at this time in addition to the positions that were requested in previous program reviews. Please see below the itemized requests.

| Budget Items | Amount |
|---|------------------|
| A= Personnel | |
| Peer Navigator Funding | \$45,435 |
| * Post Pandemic (\$63,276+) Should enrollment increase, funding may be needed to address emerging needs in the areas of Native Hawaiian population, students with disabilities and returning adults. | |
| B= Supplies | |
| Focus 2 Career Assessment | \$1,500 |
| Strong's & MBTI Assessments | \$1,500 |
| Career Assessments related supplies | \$500 |
| FYE Supplies | \$500 |
| C=Equipment (\$5,000+) | |
| D=Other | |
| Disability Services Budget (material, supplies, interpreters) | \$100,000 |
| TOTAL | \$149,435 |